Scholar and Family Handbook 2019-2020

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www.chicagoquest.org

Mrs. Zataya Shackelford - Walter, Principal
Ms. Mia Stokes, Assistant Principal
2019-2020
Scholar and Family Handbook
www.chicagoquest.org

Student Name: _________________________________________________________

Address: __________________________________________________________________

Home Phone #: _________________________________ Mobile Phone #: _________________________________

Warrior Advisor Name: ______________________________ Room: __________________

In case of emergency, please notify:

Name: _______________________________ Phone #: ___________________________
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Handbook Review Compliance Form

I understand that CICS ChicagoQuest High School is a charter school and therefore, a school of choice. I am aware that attendance at this school requires compliance with school mission and policies. I have read the 2019 - 2020 Scholar and Family Handbook and agree to comply with all of the policies mandated by Civitas Education Partners for CICS ChicagoQuest High School. Specifically,

- I have reviewed the school calendar and noted special events. I understand the importance of consistent daily attendance and I will use the calendar as a reference when planning appointments. I understand that absences during exam weeks and assessment dates, without a medical note are unexcused.
- I have reviewed and understand the CICS Discipline Code. I agree to comply with CICS Discipline Code.
- I have reviewed the uniform policy and understand that if I do not arrive to school in proper uniform, a parent or guardian will need to deliver the appropriate uniform to the student or the student will be assigned to Silent Study Hall.
- I understand and will abide by the Acceptable Use of Technology Policy and the CICS Anti-Bullying Policy.
- I have reviewed and agree to the Model Release policy (pg. 36). I understand that I may choose to opt out by checking the box below.
- I understand that I am financially responsible for lost or damaged school materials.
- I understand the purpose of this handbook is to communicate school policies. This book is considered school property.

Scholar Name: ___________________________________ Scholar Signature: ____________________________

Parent/Guardian Name: ____________________________ Signature: ____________________________

- I choose to opt out of the Model Release policy.

Warrior Advisor Name: ____________________________ Scholar Grade: __________Date: ________________

Please remove and submit this signed compliance form to your Warrior Advisor before September 6, 2019.
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# Important Dates

## 2019-2020

### September
- September 2 - Labor Day; School Closed
- September 3 - First Day of School

### October
- October 14 - Indigenous People Day; School Closed

### November
- November 8 - End of Quarter 1; No School for Students; Network PD
- November 11 - Veterans’ DayObserved; School Closed
- November 14 - No School for Students; Parent-Teacher Conferences
- November 27 - Half Day
- November 28-29 - Thanksgiving Holiday; School Closed

### December
- December 20 - Half Day
- December 23-January 3 - Winter Break; School Closed

### January
- January 6 - Students Return from Winter Break
- January 20 - MLK, Jr. Holiday; School Closed
- January 30 - End of Quarter 2
- January 31 - No School for Students; Network PD

### February
- February 17 - Presidents’ Day; School Closed

### March
- March 20 - No School for Students; Campus PD

### April
- April 3 - Half Day
- April 6-April 10 - Spring Break; School Closed
- April 16 - End of Quarter 3
- April 17 - No School for Students; Campus PD
- April 23 - No School for Students; Parent-Teacher Conferences

### May
- May 25 - Memorial Day; School Closed

### June
- June 14 – End of Quarter 4; Last Day of School for Students
**Student Early Release Wednesdays: Dismissal at 12:34pm**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>February 12</td>
</tr>
<tr>
<td>September 25</td>
<td>February 26</td>
</tr>
<tr>
<td>October 9</td>
<td>March 11</td>
</tr>
<tr>
<td>October 23</td>
<td>March 25</td>
</tr>
<tr>
<td>January 8</td>
<td>May 13</td>
</tr>
<tr>
<td>January 22</td>
<td>May 27</td>
</tr>
</tbody>
</table>

*A complete and updated calendar will be posted on [www.chicagoquest.org](http://www.chicagoquest.org)*
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OVERVIEW

History

In 2011, ChicagoQuest Schools, an educational management organization, was originally created beginning with a middle school model. Focusing on heavy technology and design, the school was designed to develop 21st century skills in their scholars. CICS ChicagoQuest High School is managed by Civitas Educational Partners. Civitas Education Partners, a School Management Company, was founded in 2004 and currently operates four campuses of Chicago International Charter Schools: CICS Ralph Ellison High School, CICS Northtown Academy High School, CICS Wrightwood Elementary School, and CICS ChicagoQuest High School. Civitas is a Latin word meaning “citizenship.” This name was chosen to reflect the organization’s vision to develop urban schools that emphasize student achievement and promote civic responsibility. The mission of Civitas Schools is to ensure that all students demonstrate the intellectual skills, the cultural competence, the belief in self and the engagement in community necessary for success in school, college, the workplace and life. Civitas Schools was originally created as a subsidiary of the Chicago Charter School Foundation (CCSF), a non-profit organization that holds a multi-campus charter with the State of Illinois and serves as the umbrella organization for all Chicago International Charter School campuses (CICS).

Mission

The mission of CICS ChicagoQuest is to be the best high school community in the city of Chicago where we engage, challenge, and empower all of our students to transform their communities and the world.

Charter Schools

Charter schools are public schools operated by independent, often private, organizations. Charter schools enjoy the flexibility and autonomy to their own academic model and policies, as delineated by the Illinois School Code. When a Chicago charter reaches its fifth year of operation, it undergoes a comprehensive renewal process, during which time the Office of New Schools evaluates its performance against its School Agreement and Accountability Plan.

Chicago International Charter School (CICS)

Chicago International Charter Schools operates a network of 16 campuses across the city of Chicago serving more than 8,000 scholars in preschool through 12th grade. In August 2010, CICS opened its first campus in Rockford, IL. The organization was founded on the belief that every child has the right to a high quality education. The mission of Chicago International Charter Schools is: To offer Chicago families excellent and innovative school choices where their children thrive every day. Through a portfolio model of 14 schools managed by diverse operators, we serve 8,300 students and offer varied and high-quality options to Chicago families. We expect the best of every scholar and, in turn, provide the support each scholar needs to achieve his or her best.

Organizational Structure

CICS ChicagoQuest High School is managed by Civitas Education Partners. The mission of Civitas Education Partners is to partner with schools to strengthen curriculum and instruction, provide efficient operational services and innovative management strategies. We do this to enable schools to better serve the needs of all scholars.

Questions or concerns about the school should be addressed on campus. If any issues remain unresolved after communicating with the campus, families and community members are welcome to contact Civitas Education Partners.
Admissions and Equal Educational Opportunity Policy

CICS ChicagoQuest High School admits scholars of any race, color, nationality, ethnic origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived martial or parental status (including pregnancy) to all the rights and privileges, programs, and activities generally accorded or made available to scholars at the school. It does not discriminate on the basis of race, color, nationality, ethnic origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived martial or parental status (including pregnancy) in administration of its educational policies, admission policies, service scholarships, athletics, and any other programs.

Amendment

Statements in this handbook are subject to amendment with or without notice. We will attempt to notify families of any and all changes as soon as possible; however, some changes might be made immediately due to unforeseen circumstances. An updated and current copy of the CICS ChicagoQuest High School Scholar and Family Handbook is available for review in the CICS ChicagoQuest main office.

Academics

Civitas Schools adheres to eight essential educational principles:

1. All students engage in a rigorous, college preparatory course of studies.
2. The student is at the center of all academic programming, surrounded by an environment that emphasizes upward academic mobility.
3. A consistent, content-based curriculum is implemented across three major academic disciplines: Humanities, Math & Science, and Arts & Wellness. The curriculum focuses on themes both contemporary and historical in scope.
4. The development of student literacy and mathematical skills are emphasized across all disciplines. Student progress toward skill mastery is assessed regularly through the Educational Planning and Assessment System.
5. The critical thinking skills of all students are developed through an emphasis on teaching conflicting interpretations and an orientation to controversy.
7. Staff collaborates to implement the program, purposefully focused on student achievement, with decisions informed by data and qualitative measurements.
8. Civitas Schools is a learning community, in which students learn as a community and learn about community.

Academic Integrity

CICS ChicagoQuest High School is committed to its mission of is to engage, challenge, and prepare all of our scholars to impact their communities and the world as problem-solvers, inventors, designers, and innovators. Academic honesty is an expectation of all scholars and is a necessity to achieve the school mission. Cheating on tests and examinations, allowing others to copy or look at work, or engaging in other activities that are dishonest (including plagiarism), are serious offenses and may result in strict sanctions, including but not limited to, loss of credit on the academic work involved, revocation of school privileges and participation in extracurricular activities, dismissal from Honor Societies, and disciplinary sanction. All cases of academic dishonesty are reported to the School Administration and parents/guardians will be notified.
Graduation Requirements

CICS ChicagoQuest High School is a four-year college preparatory high school. The following graduation credits are required.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>4.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4.0</td>
</tr>
<tr>
<td>Electives</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Must have in conjunction with credits**

Service learning 40 Hours

Promotion Policy

Earned credits are reviewed annually to ensure that each scholar is on track to graduate from CICS ChicagoQuest High School. If a scholar is not meeting earned credit requirements, the school will work with the scholar and family to define options for remediating credits. Options may include summer school or evening school. A fee may be charged for enrollment in summer school or evening school. If a scholar has fallen significantly behind either in total credits or in courses required to advance to the required courses, the scholar may be required to repeat the current grade.

The promotion of students eligible for special education and related services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 will be assessed on a case-by-case basis with the student’s IEP or Section 504 team.

Following is a list of academic requirements for entry at each grade level:

- Freshmen must provide documentation of 8th grade completion and NWEA scores.
- To be promoted to Sophomore year, scholars must earn at least 6.0 high school credits.
- To be promoted to Junior year, scholars must earn at least 12.0 high school credits.
- To be promoted to Senior year, scholars must earn at least 19.0 high school credits.

Scholars who do not meet these academic benchmarks or do not earn the credits necessary to advance to the next level in core courses may not be promoted and may require 5 years to complete the full course of study.
## Course Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Credits - 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits&lt;br&gt;English 1&lt;br&gt;English 2&lt;br&gt;English 3 or AP Research&lt;br&gt;English 4 College Writing</td>
</tr>
<tr>
<td>Science</td>
<td>4 Credits&lt;br&gt;Biology&lt;br&gt;Chemistry&lt;br&gt;Physics&lt;br&gt;Engineering</td>
</tr>
<tr>
<td>Math</td>
<td>4 Credits&lt;br&gt;Algebra 1&lt;br&gt;Geometry&lt;br&gt;Algebra 2&lt;br&gt;Precalculus</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 Credits&lt;br&gt;US History&lt;br&gt;World History</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 Credits&lt;br&gt;Spanish 1 or French 1&lt;br&gt;Spanish 2 or French 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 Credits&lt;br&gt;Physical Education 1&lt;br&gt;Physical Education 2</td>
</tr>
<tr>
<td>College Readiness</td>
<td>2 Credits&lt;br&gt;College Access/One Goal&lt;br-College Seminar</td>
</tr>
<tr>
<td>Electives</td>
<td>4 Credits&lt;br&gt;Physical Education 3&lt;br&gt;Physical Education 4&lt;br&gt;Performing Arts&lt;br&gt;Business Entrepreneurship&lt;br&gt;Languages and Cultures&lt;br&gt;Dual Credit with City Colleges of Chicago</td>
</tr>
<tr>
<td>CCIE (A CEP Signature Experience)</td>
<td>4 Credits&lt;br&gt;English 4: Psych in Lit&lt;br&gt;Civics&lt;br&gt;AP Statistics&lt;br&gt;Management: Work Experience</td>
</tr>
</tbody>
</table>
### Daily Bell Schedule

#### REGULAR (M,T,W,F)

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>8:00 AM</td>
<td>8:30 AM</td>
</tr>
<tr>
<td>1</td>
<td>8:33 AM</td>
<td>9:23 AM</td>
</tr>
<tr>
<td>2</td>
<td>9:26 AM</td>
<td>10:16 AM</td>
</tr>
<tr>
<td>3</td>
<td>10:19 AM</td>
<td>11:09 AM</td>
</tr>
<tr>
<td>4</td>
<td>11:12 AM</td>
<td>12:02 PM</td>
</tr>
<tr>
<td>5</td>
<td>12:05 PM</td>
<td>12:55 PM</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:58 PM</td>
<td>1:43 PM</td>
</tr>
<tr>
<td>6</td>
<td>1:47 PM</td>
<td>2:37 PM</td>
</tr>
<tr>
<td>7</td>
<td>2:40 PM</td>
<td>3:30 PM</td>
</tr>
</tbody>
</table>

#### WEDNESDAY HALF DAY

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>8:00 AM</td>
<td>8:30 AM</td>
</tr>
<tr>
<td>1</td>
<td>8:33 AM</td>
<td>9:03 AM</td>
</tr>
<tr>
<td>2</td>
<td>9:06 AM</td>
<td>9:36 AM</td>
</tr>
<tr>
<td>3</td>
<td>9:39 AM</td>
<td>10:09 AM</td>
</tr>
<tr>
<td>4</td>
<td>10:12 AM</td>
<td>10:42 AM</td>
</tr>
<tr>
<td>5</td>
<td>10:45 AM</td>
<td>11:15 AM</td>
</tr>
<tr>
<td>6</td>
<td>11:18 AM</td>
<td>11:4 AM</td>
</tr>
<tr>
<td>7</td>
<td>11:51 AM</td>
<td>12:21 PM</td>
</tr>
<tr>
<td>Advisory</td>
<td>12:24 PM</td>
<td>12:34 PM</td>
</tr>
</tbody>
</table>
Assessment
At CICS ChicagoQuest High School, assessment of scholar learning is an ongoing process that is embedded in instruction. Teachers facilitate ongoing and deepening mastery of content knowledge and skills, systems thinking, social-emotional skills, and new literacies. They use many tools to assess scholar understanding, including rubrics, teacher-created performance-based assessments that require scholars to demonstrate their learning and understanding by completing a specific task, traditional tests, quizzes and finals.

Interim Assessments
All scholars will take full length Interim assessments three (3) times per year. The Interim assessments measures scholar’s ability to master defined College Readiness Skills on PSAT/SAT test. The PSAT assessment is given freshman year and sophomore year, and the SAT assessment is given junior year. The SAT assessment is critical for college admission.

Grading Overview

Quarter Grades: Will be calculated based upon scholar performance in a variety of areas including but not limited to class work, homework, participation, performance on formal assessments, performance tasks, and on interim practice. This system allows for scholars to review and learn content, skills, and integration before demonstrating mastery on more weighty assignments like alternative and formal assessments while simultaneously communicating that it is important to complete work on a daily basis to support learning. Category weights vary by department. Scholars and parents are encouraged to access PowerSchool to review grading distribution and scholar’s current grades.

Homework: Our philosophy on homework is that it should reinforce and/or enrich what has been taught at school. CICS ChicagoQuest High School scholars can expect to receive homework in all of their core courses. Homework assignments and large projects will be coordinated across teachers so that scholars have ample time to meet expectations. Additionally, scholars are expected to engage in 20 minutes of independent reading at home every weekday.

Semester Grade: Scholars will receive a course overview/syllabus at the beginning of the school year. This document will communicate the assessment breakdown for each quarter and the weighting for determining semester grades. The semester grade will consist of the two-quarter grades and a final performance task or formal assessment. The task and the weighting vary by department.

Semester Exam: Cumulative semester assessments given at the end of each semester. The cumulative semester exam reflects content, skills, and integration. Performance tasks may be substituted for semester exams.

Grade Point Policy Description:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>General</th>
<th>Honors</th>
<th>AP</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.3</td>
<td>4.8</td>
<td>5.3</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
<td>63-66</td>
</tr>
</tbody>
</table>
The grade of Incomplete (I) is assigned when, due to medical or other serious reasons, a student is not able to complete course obligations by the end of a marking period. Administrative approval is required before issuing an incomplete. **If requisite course work is not completed during the period determined when the “I” is assigned, the student will earn a failing grade in the class.**

**Honor Roll**

The honor roll is calculated at the end of each semester. To qualify for High Honors a student must earn an unweighted GPA of 3.5 or higher. To qualify for Honors a student must earn an unweighted GPA between 3.0 and 3.49. Students who earn honor roll distinction may not receive any grades lower than a “C” or have an incomplete “I” in any subject that semester.

**Failed Courses**

No credit is awarded for failing grades. When a scholar fails a course, they are in danger of not being promoted for the next school year. Before the administration determines what arrangements can be made for scholars to remediate courses, the administration first reviews all scholars’ academic standings. In situations where a scholar needs to make up a class that is not being offered by CICS ChicagoQuest High School, scholars may be permitted to attend approved courses offered by outside educational organizations. The Academic Dean must review the course description and approve enrollment in any outside course. If approval is not sought or granted, credits will not count toward CICS ChicagoQuest High School graduation requirements. Scholars who do not remediate failed courses after the administration arranges opportunities to remediate the courses may be denied promotion to the next grade level. Scholars who fail more than 2.0 credits may be required to repeat the year and may not be granted the opportunity to pursue credit remediation options.

**Reporting of Scholar Progress and Development**

Our model stresses mastery of content and skills over time. In a mastery model, development is seen as ongoing and continuous, versus one-time or static. We believe that this approach and philosophy communicates to scholars that the harder they work, the smarter they will get, and that learning is a never-ending process that stretches and deepens our competencies. Our scholars will receive report cards at the end of each semester. At the end of the first and third quarter, scholars will help lead a conference in which they discuss and demonstrate their development with their parents and Warrior advisor. Within each quarter, indicators of scholarly progress will include bi-weekly progress reports, graded scholar work, and results from any available standardized assessments. Credits are earned based on semester grades. Credits are earned when a scholar receives a passing grade in a credit-bearing course.

**Additional Academic Programming Information**

**Advisory:** To strengthen relationships between and among scholars and faculty, each scholar will be assigned an advisor for the duration of his/her four years at CICS ChicagoQuest High School. Advisory provides an opportunity for staff and scholars to explore academic and social issues in accordance with our Advisory curriculum. Scholars are expected to participate actively during Advisory and they receive a grade for it. Announcements are read each day during the start of Advisory. It is imperative that scholars are on time to school every day so they do not miss out on announcements. Scholar performance in Advisory will be communicated to parents through the regular school progress reports and report cards.
Textbooks and School-Based Assets: Computers, iPads, books, novels, calculators, and all other related materials are school property that must be kept in good condition. They are provided on a rental basis. Scholars must pay for lost or damaged books or technology and any other related equipment. Computers are inspected upon check-in and check-out, as are textbooks by teachers and must be handled according to their directives. Scholars are responsible for recording their names in the appropriate place in all of their books. Upon scholar request, the school will engrave names on personal calculators.

General School Policies

Building Hours: CICS ChicagoQuest High School opens its doors to scholars at 7:30 AM, at which time breakfast is available. Scholars are dismissed at 3:30 PM. If your scholar is not participating in an after-school club, s/he is expected to be off of the premises by 3:45 PM. Scholars in after-school clubs must be picked up by the time designated by the club leader. Families whose scholars have not been picked up at the appropriate time will receive a phone call from the Main Office and will be expected to make needed arrangements for the scholar’s safe departure.

Attendance Policies

Attendance: Students are expected to be in class every day. Following an absence, students are expected to get make-up work from their teachers in a timely manner, outside of class time. Students who fail to request or submit make-up work may not earn full credit for missed assignments. Upon returning to school, students have one day to make up work for every day absent, for example, if a student is absent for two days, they have two days to complete and submit make up work. Extensions may be granted by the teacher on a case-by-case basis. Regular attendance is the responsibility of the student and family. Students and families are required to keep the school informed of changes in home and/or work phone numbers.

The school strongly discourages extended absences for vacation during the school year. If a parent decides that this type of absence is necessary, written notification must be provided to the school one week in advance. Make-up work will be assigned, submitted and returned according to a timeline determined by the school. All students must be present for quarter and semester exams.

Students who are absent on any particular school day (i.e. illness, school related behavior consequence, etc.) may not attend or participate in any extracurricular activity held on that day (games, rehearsals, plays, dances, etc.). Students absent on Friday may not attend or participate in activities held during the weekend immediately following the absence.

Scholars who accrue excessive absences may be required to attend truancy workshops with their parents. Excessive absences can result in failure of courses and possible retention.

Excused Absences: Students will have the opportunity to earn full credit for assignments and assessments given during an absence, only if the absence is documented as an excused absence. Student absence due to illness, injury, immediate family emergency, or observance of a religious holiday may be considered excused, provided appropriate notice/documentation is provided to the school. The student is required to bring in a doctor’s statement for any absence, due to illness, of more than three days in succession. If a student visits a doctor for illness, he/she must bring a doctor’s note on the day he/she returns to school in order for the absence to be documented as excused.
Testing and Attendance: Students who are absent due to a school related behavior consequence may return to campus for mandatory state or district assessments. A school administrator must approve student attendance on testing days. Students may attend during testing hours only and must report to the main office upon entering the school building and leaving the school building.

Reporting Absences: If a scholar is going to be absent from school, a parent or guardian must call the school between 7:00 AM and 10:00 AM to report the absence. A school staff member will call parents if the absence is not reported. If no contact is made with the scholar’s parent/guardian, the absence may be considered unexcused.

Excessive Absences: Because of the importance of class participation, excessive absences may result in lowered grades. When a scholar misses five days in a quarter, his/her parents may be called to school for a conference or truancy workshop. Any student who misses 21 or more days will be required to attend a summer school course at a cost to the family in order to be promoted to the next grade level or to graduate.

Home/Hospital Instruction: If a scholar will or it is anticipated that a scholar will incur more than ten school days of consecutive absence or be out of school on an ongoing intermittent basis because of a medical condition, the scholar qualifies for home/hospital instruction. To receive these services, the student must submit a written statement from a physician licensed to practice medicine in all of its branches stating the existence of such medical condition, the impact on the child’s ability to participate in education, and the anticipated duration or nature of the child’s absence from school. To receive home/hospital services, contact the CICS ChicagoQuest High School Case Manager.

Perfect Attendance: Scholars are eligible to be recognized for perfect attendance if they have been present on time every day during the school year. Three tardies for the year disqualifies the scholar from perfect attendance.

Tardy to School: Classes begin promptly at 8:00AM. Any scholar not in first period class by the 8:00AM bell is tardy to school. Scholars who are tardy will receive a pass at the front door of the school and must report to first period class within 4 minutes. Scholars are required to be in full uniform and have all of their class materials to begin the day. Chronic tardiness to school is a serious academic concern. It is expected that the parents of chronically tardy scholars will participate in meetings with school staff to remedy the concern, or a mandatory truancy workshop will be scheduled. Failure to remedy the concern may lead to academic failure.

Tardy to Class: Punctuality demands that scholars be present in classrooms and ready to begin class on the second bell. Scholars are required to be in full uniform and have all of their class materials to enter their classrooms. Scholars who are not ready to enter class will be marked tardy. Any scholar not in the classroom by the second bell is considered tardy for that class. Chronic tardiness to class will result in disciplinary action and a parent conference. Any student who misses 21 or more days will be required to attend a summer school course at a cost to the family in order to be promoted to the next grade level or to graduate.

Early Dismissals: CICS ChicagoQuest High School is a closed campus. Once a scholar arrives to school, he/she may not leave the building before dismissal without early dismissal permission and first signing out at the Main office located in the main building. Scholars may be given permission to leave the building during the school day only by the administration. Scholars leaving early must be picked up by a parent/guardian. Exceptions may be made if the scholar has driven him/herself to school. Leaving school early for work, job interviews, leisure or travel will not be approved by the administration, unless the student is picked up and signed out by a guardian. Absences for these reasons may not be excused. Requests for time off from school for medical reasons, family emergencies or the observance of religious holidays should be presented to the school at least one day before the scheduled appointment, if possible. The School School Administration will review this request. Whenever possible, appointments should be scheduled so as not to interfere with the school day. If the request involves a medical appointment, the student is required to submit a doctor’s statement of verification the following day in order for the early dismissal to be excused.
**Truancy:** Absence from school without permission or a legitimate reason is strictly prohibited. Refer to the Code of Conduct for consequences.

**College Visits:** Students should see the College Counselor at least 2 weeks in advance to arrange college visits. Students are allowed 2 college visits per academic year. Students must adhere to all excused absence policies.

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**Chicago International Charter Schools Wellness Policy**

**Student Meals**
The National School Lunch, School Breakfast, and Child & Adult Care Food Programs allow your child(ren) to eat meals **free of charge** (one breakfast, one lunch, and, if involved in afterschool activities, one snack or dinner per day).

At the start of each month, all menus will be posted in the cafeteria and online at [cics.schooldish.com](http://cics.schooldish.com), as well as available in the main office. If a student does not like a particular meal, he/she may bring in his/her own lunch per the guidelines below.

Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student’s health file.

**Healthy Eating Standards**
At CICS, we are committed to our students’ health and wellness. Children need healthy snacks for energy, vitamins, minerals and other nutrients to help them grow, learn and be active. Healthy students are better able to pay attention in class and better positioned to succeed in school and in life as shown by research from the CDC:

Students are not permitted to bring in foods that are unhealthy or high in sugar, nor are they permitted to bring food that requires any preparation, such as heating. Unhealthy foods that are not permitted include: candy, soda, energy drinks, donuts, cupcakes, chips, candy bars, etc.

Please note that CICS Schools has a **no gum** policy. Students are not permitted to bring or chew gum at any time while they are on the premises.

**Celebrations and Rewards**
Per our school wellness policy, all foods on the school campus must meet or exceed USDA Smart Snacks nutrition standards.

**In meeting this health requirement, as a school we do not allow cupcakes, cakes, ice cream, etc. for student birthdays or other celebrations.**
As a rule of thumb, allowable snacks are those items that have no added sugar and are lower in fat. Grain items should list Whole Grain as the first ingredient on the package. More specifically, the following nutritional requirements must be met:

- 150 calories or less
- 35% of total calories from fat or less
- 10% of total calories from saturated fat or less
- 30g of sugars or less
- 230 mg of sodium or less per serving

Below are lists of suggested healthy snack ideas and non-food alternatives for classroom celebrations and snacks. For more specific ideas and product names, visit the Alliance for a Healthier Generation website:
[https://foodplanner.healthiergeneration.org/products/](https://foodplanner.healthiergeneration.org/products/)
Healthy Snack Ideas

· Yogurt Cups
· Smoothie Drinks
· Cheese Sticks
· Pudding Cups
· Fresh Fruit- apple slices, orange smiles, bananas
· Fruit Cups
· 100% Fruit Juice
· Cut Veggies and Low Fat Dip- sliced cucumber, baby carrots, celery sticks
· Dried Fruits / Raisins
· Low Sugar Gelatin Cups
· Low Sugar Granola Bars
· Whole Grain Crackers
· Whole Grain Pretzels
· Whole Grain Goldfish
· Low Fat Popcorn
· Whole Grain Animal Crackers
· Whole Grain Muffin
· Oatmeal Bar

Non-Food Alternatives

· Pencils
· Pens
· Crayon Packets
· Markers
· Rulers
· Book marks
· Coloring Books / Coloring Page
· Stencils
· Stickers
· Puzzles
· Erasers
· Playing Cards
· Card Games
· Party Hats
· Sunglasses

Medical Policies

As a general rule, scholars will not be sent home for upset stomachs, common colds, sore throats without a fever, or headaches (unless noted on the health form). The Nurse’s Office is not used for resting.

Illness at School: If a scholar does not feel well enough to attend school and actively participate in the educational program, the scholar should remain home and/or seek medical attention for the condition causing the illness. When a scholar becomes ill during the school day and is unable to remain in class, the scholar should obtain a pass from their teacher and report to the school nurse or the Main office. Scholars may not contact parents directly; all communications must go through the nurse and Main office.
If present the school nurse will record the scholar’s name, the time, the nature of the illness, and the name of the teacher who distributed the pass. If the scholar is able, he/she is given permission to return to class and receives a pass from the nurse authorizing the return. Scholars should present the pass to the teacher whose class he/she was absent or tardy. In the event of serious, persistent or visible scholar illness, school administrators may withhold a scholar from returning to class.

If the student is unable to remain in school, the school nurse or appointed designee will contact the student’s parents or the emergency contact identified on school records to come to school or to send an identified escort to pick the student up. If a parent or identified escort is not available and the student is too ill to remain in school, he/she may be sent home by means agreed upon by the parent and school administrator. At no time should a student contact a parent/guardian by personal cell phone to communicate illness or a desire to be picked up from school. This action violates the school cell phone policy and may result in school staff being unaware of a serious health/medical issue.

**School Medical Emergencies:** In the event of a medical emergency during the school day, CICS ChicagoQuest High School is obliged to notify the proper medical and emergency authorities, set aside an area where the sick/injured scholar can be taken and notify the scholar’s parent/guardian or the emergency contact designee identified in school records. The school will abide by the recommendations of medical and emergency authorities and will assist, if requested, in the transportation of the injured scholar to a designated medical facility. The school nurse or appointed designee will make every effort to provide support, assistance and resources to the scholar until medical attention is secured.

**Administration of Medication:** Medication which must be taken during school hours must be reported to the school nurse or the appropriate school administrator and the required physician’s note for administration or prescription shall be placed in the in the health related information record. All medications (other than self-administered Epi-Pens and asthma medication, with the appropriate medical notifications) shall be kept in the nurse’s office or other such designated location. Students are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications. Medication should be taken in the presence of the school nurse or appointed designee or as prescribed by the treating physician as in the case of self-administered Epi-Pens and asthma medication.

The nurse or appointed designee will not dispense any prescription medication to any scholar without permission from the scholar’s parent/guardian/physician and a note from the student’s physician. The original pharmacy container, labeled with the scholars’ name, name of medication, doctor’s name and phone number, pharmacy and phone number will be kept in the nurse’s office or designated location. Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian. Permission forms for dispensing medication must be completed yearly and kept on file in the scholar’s medical file with the nurse. Any changes must be reported in writing to the nurse or appointed designee.

**Allergies:** If a student has an allergy that would limit participation in school activities or the food program, please provide the school with medical documentation of such.

CICS ChicagoQuest, CICS and Civitas Education Partners employees and agents are exempt from liability or professional discipline, except in the case of willful or wanton conduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist. Parents/guardians must sign and return an acknowledgment of this policy to the main office.

If a CICS ChicagoQuest, CICS or Civitas Education Partners employee or agent administers an EpiPen or opioid antagonist, whether or not undesignated, ChicagoQuest will provide parents/guardians with notice after such administration.
Immunizations and health exams: All students entering into the 9th grade or transferring into ChicagoQuest for the first time must submit proof of a health examination and immunizations by the first day of school. Students who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) by October 15 will be excluded from the general classroom setting until such time as the student presents proof of the health examination and required immunizations. ChicagoQuest must make immunization data publically available.

When a student first enters an Illinois school, proof of an eye examination performed by a licensed optometrist or physician licensed to practice medicine in all of its branches must be presented.

Vision screenings, if any, conducted by the school are not a substitute for a complete eye and vision evaluation by an eye doctor. If vision screenings are offered by the school, students are not required to partake if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE

The Chicago International Charter School ("CICS") expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes CICS' philosophy of providing a college preparatory education for all students.

The CICS Discipline Code applies to the actions of students during school hours, before and after school, while on school property, while wearing CICS attire, at all CICS sponsored events, and when the actions affect the mission of CICS. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the safe, secure and positive learning environment and poses a threat to the orderly education process at CICS.

Each discipline case will carry its own merit and will be adjudicated per the facts accompanying the case. CICS' staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents or guardian
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases, CICS, with parent/guardian consent, may deem screening and referrals for drug/alcohol counseling as a necessary component of the disciplinary action. Loss of privileges and community service may also be considered. Community service, with parent/guardian consent, may include, but is not limited to, the following:

- Repairing or cleaning property damage as a result of the offense;
- Participating in landscaping, gardening or cleaning inside the building or of the school grounds;
- Participating in projects that beautify the school, surrounding property or the community;
- Providing services that improve the life of community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it and is proportionate to offense. After considering the actual disciplinary violation and factors such as those listed above, CICS staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.
CATEGORY I

These acts of misconduct include the following:

- Eating, drinking or chewing gum outside of the cafeteria (C1-EG)
- Persistent tardiness to school or class (C1-ET)
- Persistent skipping assigned Silent Study Hall and/or detention (C1-HA)
- Running and/or making excessive noise in the hall or school building or premises (C1-HB)
- Failing to abide by stated school rules or regulations (C1-S)
- Violating the dress code as outlined in CICS campus handbook (C1-UV)

Students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: incentives for positive behavior, restorative conversations, teacher-student-parent conference, loss of privilege, temporary removal from classroom, problem-solving exercises, logical consequence, self-management plan, academic tutoring, behavior contract/behavior report card, meaningful work, as the result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include the following student behaviors that disrupt the educational process at CICS:

- Repeated Category I violations (C2-R1)
- Altering records and Forgery (C2-AF)
- Use of intimidation, credible threats of violence, coercion, or bullying (See Appendix A for CICS Anti-Bullying and Cyber Bullying Policy) (C2-B)
- Repeated refusal to participate in classroom activities or complete academic assignments. (C2-CA)
- Cheating, plagiarism, or copying others’ work, or allowing others to copy work(C2-CP)
- Violating the civil rights of others (C2-CR)
- Defamation (C2-D)
- Violation of Discipline Agreement (C2-DA)
- Persistent tardiness and/or absence to school or class (C2-ETA)
- Play fighting, threatening and/or intimidating students (C2-FIN)
- Harassment or discrimination of others (C2-HD)
- Acts that obstruct or interrupt the instructional process in the classroom (C2-IDa)
- Participation in acts designed to disrupt classroom or school activities (C2-IDb)
- Repeated use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment (C2-IS)
- Leaving the classroom and/or campus without permission (C2-LA)
- Fighting or unwanted physical contact or threatening of any student or staff member (C2-PA)
- Sexual harassment - Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender (C2-SH)
- Cutting school, class, detention, homework center, Saturday school, summer school, or mandatory school events (C2-SK)
- Disregard for the stated school rules, instructions or directions of school personnel resulting in disruption to the educational process (C2-SPA)
- Failing to comply with school imposed consequences (C2-SPb)
- Repeated failure to follow stated school rules and procedures (C2-SPc)
- Gang references-hand signs, drawings, clothing, language or other common gang references (C2-GA)
- Theft, loss or destruction of personal or school property that costs less than $300.00 (C2-T)
- Using, possessing (having physical control over, such as contained in clothing, lockers or bags), selling or transferring of tobacco products, inclusive of vaporizers and e-cigarettes that contain nicotine products or components of vaporizer
and e-cigarette devices that do not contain products (C2-TO)

● Use or possession, of alcohol, drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband (including all vaporizer devices that contain substances), drug paraphernalia or look-alike contraband, or use of any substance for the purpose of intoxication in, before, or after school or at a school-related function. (C2-AD)

● Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C2-AD2)

● Truancy (Absence without permission, just cause and disregarding school’s supportive services and resources provided) (C2-TR)

● Violation of CICS Acceptable Use of Technology guidelines, including campus Wi-Fi (C2-TV)

● Providing unauthorized visitors access to the building before, during or after school (C2-UA)

● Unauthorized use of cell phones, pagers or other electronic devices (C2-UP)

As a result of a first offense, students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: one after school and/or one Saturday in-school detention, work plan, skills building, In-school suspension, peer conference/peer mediation, referral to behavioral health team, daily and/or weekly check in/check out, targeted social skills instruction, anger management group, mentoring, referral to counseling/social work services, and teacher-student-parent conference. Repeated violations, and/or depending on the circumstances, students may be subject to the maximum penalty of out-of-school suspension for 3 days or less and teacher-parent conference. Students may be subject to out-of-school suspension for 3 days or less when/if student’s continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) disruption to with the operation of the school. The degree of the suspension, whether in-school or external, as well as length of suspension, shall be determined by CICS’ Board of Directors or Board Designee. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include the following:

● Repeated Category I & II violations resulting in serious disruption of the educational process (C3-R2)

● Any act that endangers the safety of the other students, teachers or any school employee (C3-END)

● Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member) (C3-A)

● Arson (C3-ARS)

● Creating a false fire alarm or making a threat to create a false fire alarm (C3-FA)

● Gambling (C3-G)

● Participating in gang activity or overt displays of gang affiliation-writings, drawings, representation, intimidation and recruitment. (C3-GA)

● Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C3-AD2)

● Hazing (C3-H)

● Sex Violations - Engaging in sexual activity or inappropriate touching (C3-FS)

● Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal or electronic) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment. Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (Il. State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender (C3-HA)

● Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexual suggestive images through information technology devices, or other sexual activities which involve and do not involve the use of force. (C3-SC)

Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence. (C3-VCB
Mob Action - Any student that participates, instigates, and/or follows a mob, to school and/or from school; participates in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or police (C3-MA)

- Destruction of property (C3-PD)
- Theft, loss or destruction of personal or school property that costs more than $300.00 (C3-T1)
- Trespassing-entering CICS property when previously prohibited or remaining on campus grounds after receiving a request to depart (C3-TRS)
- A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year, or for a time period as modified by the CICS Board/Board Designee on a case-by-case basis:
  - Possession and/or use of weapons - Any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon (C3-W)
  - Possession of the following items: Firearm, look-alike firearm, knife, brass knuckles or other knuckle weapon, billy club may subject student to an expulsion for at least 1 year, adjusted by a case by case basis
  - A firearm; for the purpose of this Section, firearm means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the US Code or Section 24-1 of the Criminal Code of 2012.

A principal, assistant principal, or dean of students may suspend a student for a period not to exceed 10 school days or may expel a student for a definite period of time not to exceed 2 calendar years, as determined by a case by case basis if, (i) that student has been determined to have made an explicit threat on an Internet website against a school employee, a student or any school-related personnel, (ii) the Internet website through which the threat was made is a site that was accessible within the school at the time threat was made or available to third parties who worked or studied within the school grounds at the time the threat was made, and (iii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

Students who commit any of these acts may be subject to a one or more of the following behavioral response options, including, but not limited to: maximum of 10 days, out-of-school suspension, per violation, clinical services referral, referral to CPS Crisis Management, referral to DCFS (Department of Children and Family Services, referral to SASS (Screening Assessment & Support Services) Hotline, substance abuse treatment/prevention, peer conference/peer mediation, skills building In-school suspension, a student-teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.

Students may be subject to out-of-school suspensions of longer than 3 days after appropriate and available disciplinary interventions have been exhausted and student’s continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

Students suspended out-of-school for longer than 4 days shall be provided with appropriate and available support services during the period of their suspension. As a supplement and/or alternative to suspension or expulsion, school staff may refer students to the Chicago Public Schools’ (CPS) Saturday Morning Alternative Reach out and Teach (SMART) Program, and/or require students to complete between 6 and 30 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

**SUSPENSION AND EXPULSION**

**Definitions**

**Skill-Building In-School Suspension**
Skill-Building In-School Suspension A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.
**Out-of-School Suspension**

Out-of-School Suspension: An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

**Expulsion**

Expulsion is the removal of a student from a school for up to a maximum of two calendar years.

When a student's misconduct results in the need to suspend, or expel the student, the following procedures shall be followed:

A. Suspension: not exceeding ten school days:
   Students suspended for ten school days or less shall be afforded due process in the following manner:
   
   ● Principal, assistant principal, or dean of students of the school meet with the student to discuss, investigate, and assess the situation.
   ● If a student is found to have violated the Code of Conduct in a manner that warrants suspension, the student’s infraction will be logged in PowerSchool or appropriate Student Information System. Principal, assistant principal, or dean of students of the school determines the duration of the suspension and whether the suspension is served in-school or out-of-school.
   ● Principal, assistant principal, or dean of students of the school shall immediately notify the student’s parent or guardian of the situation and the disciplinary action with full statement of specific misconduct, rationale for duration of suspension, and notice to parents of their right to review. Principal, assistant principal, or dean of students of the school shall be available for a follow-up conference with the family, if requested.
   ● A behavioral contract containing specific behavior expectations may be drawn up and signed by the student, parent/guardian and Principal, assistant principal, or dean of students of the school during a re-engagement meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students of the school will consider ways to prevent future school suspensions, forms of restorative action and supportive intervention to aid in the student’s academic success.
   ● Principal, assistant principal, or dean of students of the school must facilitate a re-engagement meeting of students who are returning from out-of-school suspension, expulsion or from an alternative school setting.
   ● Students can make up work following their suspensions. Upon returning to school, it is the student’s responsibility to make up work in a reasonable time proportional to their suspension.
   ● School Board or its designee will be provided all information and summaries for suspensions and expulsions.
   ● For out-of-school suspensions for longer than 4 school days, the school will note in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.
   ● Within the suspension decision and expulsion decision, school will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
   ● The student shall be given oral or written notice of the charges against him/her; an explanation of the basis for the accusation; and a chance to present his/her version of the incident, in writing, to the campus principal.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full statement of the reasons for such suspension and a notice of their right to review. The School Board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon request of the parents or guardian the School Board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review the parents or guardian of the pupil may appear and discuss the suspension with the board or its hearing officer. If a hearing officer is appointed by the board he shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.

If unsatisfied with the response of the campus director, the student and guardian may present his/her version of events to the appropriate administrative officer of the school management organization that manages the campus on behalf of the Chicago International Charter School.
A pupil who is suspended in excess of 20 school days may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.

It is prohibited that any school encourage any student to dropout.

B. Exulsion: Students expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

CICS will request that the student’s parents or guardian appear before the CICS Board of Directors (“Board”) or a hearing officer appointed by it. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence.

The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event, shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student’s parents or guardians, the student’s attorney, at least one school official, and the Board’s attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student’s guardian must be obtained prior to the meeting. The following procedures will be included in an expulsion hearing: school presents more than hearsay evidence to prove allegations, parents and students allowed to present evidence and cross-examine witnesses, and separation exists between staff member conducting the expulsion, hearing officer and decision-maker.

The Board/Board Designee, or a hearing officer appointed by it, at such meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective.

If a hearing officer is appointed by the Board he shall report to the board a written summary of the evidence heard at the meeting and the Board may take such action hereon as it finds appropriate.

If the Board/Board Designee acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school.

The expulsion decision shall also include a rationale as to the specific duration of the expulsion.

An expelled pupil may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.

If a general education student is expelled from Chicago International Charter School, the student may not return to any Chicago International Charter School campus for a definite period not to exceed 2 calendar years. The CICS Board/Board Designee may expel a student with disabilities for a definite period not to exceed 2 calendar years, as determined on a case by case basis. If a parent and/or student wish to appeal the expulsion from Chicago International Charter School, there are two options. First, the parent and/or student may appeal in writing by sending a letter to the CICS Board of Directors before the next regularly scheduled board meeting stating why the parent and/or student feel the expulsion decision should be overturned. The appeal letter must be received by date given in the expulsion notice and should be addressed and sent to the Chicago International Charter School office at 11 E. Adams, Suite 600, Chicago, Illinois 60603. Second, the parent and/or student may request a meeting with the CICS Board Executive Committee to appeal. If you plan to appeal in person, please call 312-651-5000 or email contact@chicagointl.org to schedule an appeal. The Board will then discuss the student and expulsion decision during executive session and will notify the parent/student in writing of its decision.

ACCEPTABLE USE OF TECHNOLOGY

This Student Acceptable Use Policy (“Policy”) sets forth the standards governing Chicago International Charter School (CICS) authorized users’ access to local, state, national, and international sources of information through the Internet, the CICS network, and computer and electronic mail (“e-mail”) access. This Policy sets forth the rules under which student users may continue their access to and use of these resources. This Policy promotes the ethical, legal, and school-related use of the Internet, CICS network, electronic mail and computer access. This Policy is in compliance with the Children’s Internet Protection Act.
Access to the Internet, CICS network, Wi-Fi and computer and electronic mail access is a privilege that is provided to student users for educational purposes. These resources provide students with effective means of communication and research and should be used in a manner that does not violate the CICS school policy and regulations established by the CICS Board of Directors.

I. GENERAL PROVISIONS

Authorized Users: CICS provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. CICS uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. CICS may make Internet access to e-mail available to students on the CICS networks as an educational resource. It is a general policy of CICS to promote the use of computers in a manner that is responsible, legal and appropriate. Student use of CICS network is a privilege. A student’s failure to adhere to the Policy will result in the revocation of the student’s access privileges. Should a student’s access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network.

The Internet is a collection of thousands of worldwide networks and organizations that contain millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk and CICS and the Chicago Public Schools (CPS) and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a student gains access to inappropriate, obscene, pornographic and/or harmful material, CICS, CPS and the City of Chicago will not be liable. To minimize these risks, your use of the Internet, the CICS network, and computer and electronic mail is governed by this Policy. Student Users may apply for less restrictive access to the internet to conduct bona fide academic research under the supervision of a teacher or administrator.

II. USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL

Improper use of the Internet, Wi-Fi, computer access, and electronic mail is prohibited. Uses of the Internet computer access and electronic mail that are prohibited include the following:

- Use of the CICS network for, or in support of, any illegal purposes
- Use of the CICS network for, or in support of, any obscene or pornographic purposes; this includes the retrieving or viewing of any sexually explicit materials, failing to use the Internet, computer access and email in a manner consistent with this Policy.
- Violation of any provisions of Illinois School Student Records Act, which governs students’ right to privacy and the confidential maintenance of certain information including, but not limited to, a student’s grades and test scores
- Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities
- “Reposting” or forwarding personal communications without the author’s prior consent
- Copying commercial software in violation of state, federal or international copyright laws
- Using the CICS network for financial gain or for the transaction of any business or commercial activities
- Plagiarizing (claiming another person’s writing as your own) any information gained on or through the CICS network or any other network provider
- Using the CICS network for political lobbying
- Intentionally disrupting the use of the CICS network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in “hacking” of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information
- Disclosing, using or disseminating private or personal information of other students, staff or administrators
- Providing access to the CICS network to violate any provisions of the CICS Code of Conduct
- Using a modem to dial into any online service provider, Internet Service Provider (I.S.P) or connect through a Digital Subscriber Line (DSL) while connected to the CICS network, as this poses a security risk to the CICS network
- Using the CICS network for anything related to “cyber-bullying”
Cyber-Bullying

“Cyber-bullying” means using information and communication technologies to bully. “Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- Deliberately threatens, harasses, intimidates a student, a school employee or any school-related personnel; or
- Places a student, a school employee or any school-related personnel in reasonable fear of harm to a student, a school employee or any school-related personnel or damage to the student, a school employee or any school-related personnel property; or
- Has the effect of substantially disrupting the orderly operation of the school
- Teen sexting: Minors * caught sending nude or indecent photos of other minors via cell phones or computers could get supervision or community service. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender.

Reporting Procedure and Investigation:

Any student, school employee or any school-related personnel who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another student, school employee or any school-related personnel is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results.

Social Media/Chat Room Guidelines for Students

- Be transparent. Your honesty, or dishonesty, will be quickly noticed in the social media environment. Identify yourself by using your real name.
- Be judicious. Make sure that you are not sharing confidential information concerning its staff, students or parents.
- Write what you know. Ensure that you write and post about your area of expertise. If you are unfamiliar with a subject matter, do the research before commenting.
- Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. Just by identifying yourself as a CICS student, you are creating perceptions about your expertise and about the CICS network. Be sure that all content associated with you is consistent with your work and with CICS’ professional standards.
- Your responsibility: What you write is ultimately your responsibility. Participation in social media on behalf of CICS is not a right but an opportunity, so please treat it seriously and with respect. Be careful and considerate when dealing with others.
- Take responsibility. If you make a mistake, admit it. Be upfront and make your correction quickly.
- Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don’t. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

Other training opportunities on internet practices will be given throughout the school year.

III. GENERAL INFORMATION

The privilege of using the CICS network is free to students of CICS. The student to whom an account on the CICS network is issued is responsible, always, for its proper use. A responsible Student User of the CICS network:

- May keep a free account on the CICS network as long as he or she is a student in CICS
- May use the Internet to research assigned classroom projects
- May use the Internet to send e-mail to other users of the CICS network and to people around the globe
- May use the Internet to explore other computer systems
- Does not give his or her password to another person
- Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email
● Understands the Policy before logging on
● Understands that if the Policy is violated, the student’s account on the CICS network will be revoked
● Understands that if he or she is removed from CICS’ network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the Director of the school; the CICS Director’s decision shall be final
● Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network

IV. PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK

Prior to the activation of a student’s account on the CICS network, the parent or guardian of the student must provide written authorization (located on the first page of the community handbook).

V. STUDENT ACKNOWLEDGEMENT AND INTERNET TEST

All students to whom an account on the CICS network has been assigned shall sign a form acknowledging the requirements of the Policy on student acceptable use and verifying his or her successful completion of the CICS Network Student Internet Orientation.

VI. WAIVER OF PRIVACY, MONITORING, ENFORCEMENT

Users do not have a personal privacy interest in anything created, received or stored on the Internet, CICS network, or electronic mail systems, as these systems are neither secure nor private.

Users expressly waive any right to privacy in anything created, stored, and or received while using CICS computer equipment or Internet access. Users consent to allow CICS personnel to access and review all materials created, stored, sent or received by the User through any of the CICS network or Internet connections.

CICS has the right to monitor and log all aspects of its computer system including, but not limited to, monitoring Internet, CICS network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes, consistent with this Policy.

When a faculty member determines that a student has made an inappropriate use of computer equipment or the Internet the faculty member may remove the student from the CICS network. The student may appeal the decision to the Director of CICS within 30 days of revocation.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities more than 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension more than 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10-school day limit on out-of-school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
   A. Determine whether the misconduct is related to the student’s disability by reviewing all current and relevant
      information, including evaluation and diagnostic results, information from the parent/guardian, observations of the
      student, and the student’s IEP. The behavior is a manifestation of the student’s disability if:
      1) The conduct in question was caused by the student’s disability or has a direct and substantial relationship to the
         student’s disability; and/or
      2) The conduct in question was the direct result of the school’s failure to implement the student’s IEP.
   B. Review, and revise if necessary, the student’s existing behavior intervention plan or develop a functional behavior assessment
      and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan (BIP) must address the
      misconduct for which the student is being disciplined.

If the student’s behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into
consideration the student’s special education and disciplinary records. In no event, however, may the student be suspended for
more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.
If the student’s behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students
with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.
All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Chicago International Charter School (CICS) ANTI-BULLYING POLICY
Appendix A

Purpose

A safe and civil school environment is necessary for students to learn and achieve. CICS promotes a safe and secure learning
environment for all students and takes allegations and reports of bullying very seriously. If you suspect your child is being bullied,
please contact an administrator or your child’s teacher. The sooner the school knows, the sooner the school can intervene and
work to improve the situation
Bullying can cause physical, psychological, and emotional harm to students and can interfere with their ability to learn and
participate in school activities. The Chicago international Charter School (CICS) governance board, in conjunction with all CICS
campus staff, endeavor to provide a non-threatening and non-violent environment for all students.

The definitions for ‘bullying’ and ‘cyber-bullying’ are found on page 2 in this document.

The bullying of one student by another student on school property, in school vehicles, at designated school bus stops, at school
related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer
network, or other electronic technology or devices of a local school system is prohibited.

CICS and School Leadership asks every CICS student, with the support of his/her parent(s), guardian(s) and the adults at school,
to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Bullying is contrary to the policies of CICS and Illinois law and this policy is consistent with the Illinois School Code. This policy
protects CICS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national
origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or
expression, unfavorable discharge from military service, association with a person or group with one or more of the
aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The CICS Board recognizes the
particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian,
gay, bisexual or transgender. Nothing in this policy is intended to infringe upon any expression protected by the First Amendment
to the United States Constitution or Section 3 of Article 1 of the Illinois Constitution.
Bullying is prohibited:

1) during any school-sponsored or school-sanctioned program or activity;
2) in school, on school property, on school buses or other Board-provided transportation, and to and from school while in school uniforms.
3) through the transmission of information from a CICS computer or computer network, or other electronic school equipment;
4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other CICS provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation; when it is a CICS Student Code of Conduct (SCC) Category II behavior that occurs off campus but seriously disrupts any student’s education.

Definitions

“Bullying” means any severe or pervasive (repeated over time) physical or verbal actor conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1) placing the student in reasonable fear of harm to the student’s person or property;
2) causing a substantially detrimental effect on the student’s physical or mental health;
3) substantially interfering with the student’s academic performance; or
4) substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the CICS Student Code of Conduct. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student’s intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student’s intent and power imbalances.

“Cyber-bullying” means using information and communication technologies to bully. This definition does not include cyber-bullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program. The school is not responsible for cyber bullying that occurs off of school property. CICS asks parent(s) and/or guardian(s) to monitor personal devices at home to ensure that students are not engaging in cyber bullying.

“Retaliation” means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying. A peer conflict is an argument or disagreement between two students. They typically, are not recurring situations where one student is taking advantage or hurting another.
Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Director/Designee as quickly as practicable. Reports can be submitted to the CICS Director/Designee (contact information for the Director/Designee is available on the CICS Campus website). Bullying report template can be found in Attachment A. Every report MUST be captured in PowerSchool for reporting purposes in accordance with state law (Attachment B). No disciplinary action will be taken on the sale basis of an anonymous report. Parent(s) and/or guardian(s) are asked to monitor their children's personal devices at home to ensure that they are not engaging in bullying and/or cyber-bullying, via Facebook, Instagram and other social media.

Investigation

1) The Director shall select a campus representative knowledgeable about bullying prevention and intervention to perform the investigation.

2) Investigation of a bullying incident to the maximum extent possible shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Director grants an additional 5-day extension due to extenuating circumstances. The Director/Designee shall document the extension in the investigation report (Attachment A) and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation reports soon as possible.

3) The investigation shall include:
   a. Identifying the alleged perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
   b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
   c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
   d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
   e. When appropriate, preparing a Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.

4) Document the details of the investigation. (Attachment C).

5) All relevant information shall be transmitted into PowerSchool for tracking purposes in accordance with the guidelines in Attachment B, including information identifying the areas of the Campus where bullying occurred, the type of bullying utilized and any bystander intervention or participation.

Notification

V. On the same day the investigation is initiated, consistent with federal and state laws and rules governing student privacy rights, the Director/Designee shall report to the parent/legal guardian of all known involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool. Upon notifying the parent/legal guardian of the occurrence of any alleged incident of bullying, the Director/Designee shall also discuss with the parent/legal guardian, as appropriate, the availability of social work services, counseling, school psychological services, other interventions and restorative measures. When the investigation is complete, the Director/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying. If the investigation results in the imposition of consequences, the Director/Designee may advise the parent/legal guardian of students other than the perpetrator that the CICS Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.
If the target or perpetrator is a student with a disability, the school shall consider convening the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly.

Assigning interventions and/or Consequences

Many peer conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance. CICS campuses should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Director/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Director/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notices an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notices a more positive climate in the areas where bullying incidents were high.

CICS prohibits reprisal or retaliation, in any form, against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Director/Designee after consideration of the nature, severity and circumstances of the act.

CICS prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may include, but are not limited to, positive behavioral interventions and disciplinary action when deemed necessary.

Referrals

Upon completion of the investigation, the Director/Designee shall consider referring students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work services, restorative measures, social-emotional skill building, counseling, community-based services or school psychological services within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. Upon completion of the investigation, he Director /Designee shall consider asking a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Policy Evaluation

Every 2 years, CICS will conduct policy evaluation to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

[1] All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.
ATTACHMENT A
Chicago International Charter School (CICS) Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed solely upon an anonymous report.

Victim or Target Information

CICS Campus: __________________________

Name(s) and grade(s) of Victim/Target:

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: __________________________

Relationship to Victim/Target: __________________________

Phone: __________________________

Email Address: __________________________

Incident Information

Name(s) of accused bully (ies) OR description (if name(s) unknown): __________________________

Location of incident: __________________________

Date and time of incident: __________________________

Approximate dates, times, and frequency of prior incident(s): __________________________

Describe what happened and who was present in as much detail as possible (*Required Information):

Date of submission: ______
Dress Code

The CICS ChicagoQuest High School dress code creates a sense of team and unity within the CICS ChicagoQuest High School community. CICS ChicagoQuest High School students take pride in their appearance. Our dress code teaches scholars how to appropriately and respectfully represent themselves as young leaders in the world we live in. Except on designated days, students are required to wear their regular school uniform. Uniforms are to be clean, appropriately sized, and presentable. Students should not deface the uniform in any way.

Required Uniform: The CICS ChicagoQuest High School uniform is described below. Clothes must be in good condition and may not have loose, ripped, or torn hems or sleeves. Scholars who violate the scholar dress code will be sent directly to the Dean's' office. Families will be called to assist with correcting the uniform violation. Any dress code violations that cannot be corrected immediately, will result in additional disciplinary action and are subject to behavior consequences as outlined in the CQ Consequence Ladder in the case of repeated offenses.

Pants
Black or khaki pants with an appropriate, business-casual fit, of full length. Leggings, jeggings, sweatpants, and ripped jeans are not acceptable. Pants must have belt loops and may not excessively baggy or excessively tight. Pants must be worn at the waist and may not have holes.

Skirts/Shorts
Black or Khaki knee-length skirts, skorts, and shorts are permitted. Skirts, skorts and shorts cannot be shorter than knee-length. No cargo shorts or "Dickies" are permitted.

Shirt/Polo
School-issued shirt or gray or orange polo must be worn, with the designated CICS logo. Crop tops and visible mid-sections are not permitted.

Sweater/Sweatshirt
School-issued sweater or sweatshirt. "Hoodies" are not permitted.

Shoes
Closed-toe shoes of choice. Sandals, flip-flops and athletic slides or not permitted.

Gym
Required PE uniform must be worn at the specified time.

Headwear
Hats, head coverings, bonnets, full coverage scarves, do-rags, or oversized head decoration is not permitted. Exceptions for religious and medical reasons are approved on a case-by-case basis.

Outerwear
Non-CQ outerwear, coats, sweatshirts, sweaters, etc. may not be worn while in class or in the lunchroom.

ID
High school students have ID to present upon request. There is a $5 fee to replace any damaged or lost IDs.

Dress Down Days
Students are required to follow campus specific dress down rules. For all dress down days, students who are given permission to “dress down” must wear modest, appropriate, and non-distracting clothing suitable for the classroom environment. Students are not allowed to wear ripped clothing of any kind, leggings or jeggings, tops with spaghetti straps, sleeveless tops or one-shouldered tops. Student's midsections may not be visible. Skirts, skorts and shorts cannot be shorter than knee-length and pants must be worn at the waist. Shirts must be appropriate and cannot display vulgar or inappropriate language or pictures.
Additional Scholar Policies

Lockers
Lockers are provided to scholars to store coats, lunches and school books and materials. Backpacks, satchels and purses are NOT allowed to be carried from class to class.

A locker is school property. Students have no reasonable expectation of privacy in their lockers or in their personal effects left there. The school reserves the right to search lockers at any time. If a locker is broken or malfunctioning, it is solely the responsibility of the scholar to report it to his/her Advisory Teacher.

**Scholars may only occupy the locker to which they have been assigned.** Scholars may not share lockers or locker combinations. Scholars should keep school related materials in school lockers. Locks for lockers are issued by the school -- personal locks are not permitted on any lockers. Scholars may not take locks home.

Mobile Phones/Electronic Devices
CICS ChicagoQuest High School is a technology-rich environment. Scholars will receive support and instruction around the appropriate uses of and proper etiquette for school-issued electronic devices, including iPads and laptops. **Other portable electronic devices** – Personal laptops, Cell Phones, Hand-held gaming devices, Kindles, iPods, iPads, Tablets, etc. are not allowed to be in the scholar’s possession, accessed, or seen during the instructional day.

In an effort to promote appropriate use of technology while keeping the integrity of the classroom instruction intact, the CICS ChicagoQuest High School cell phone policy will allow scholars to use their phones during designated times throughout the day. Scholars may not use their phones during instructional time. Cell phones must be turned off and put away before entering the classroom. Headphones/earbuds may not be visible during instructional time unless expressly stated by the teacher. Also phones may not be used outside of the classroom during instructional time. For example, leaving for the restroom, locker, LMC, or any other location outside of the classroom while class is in session.

Scholars are permitted to use cell phones during the lunch period once inside of the cafeteria. Scholars must refrain from communicating with scholars who are in class. Such behavior may result in disciplinary action.

Teachers may permit use of cell phones for academic activities related to curriculum and will notify scholars when this type of use is authorized.

During instructional time, scholars WILL NOT:

- Answer an incoming SMS (text) message or phone call
- Be on any social media site (Facebook, Twitter, etc...)
- Access or play any game or access any entertainment site on their device
- Access or use any application (app) on their device unless expressly instructed to by the instructor
- Take any picture or video that the instructor has not expressly asked you to take
- Upload any picture or video taken in any class to any social media site or website
- SMS (text) message or email any picture of video taken in class to any person, including themselves
- Access any type of mobile web browsing for any reason unless directed by the instructor
- Take any picture, video or text any class assignments or assessments without permission

*Due to the evolving nature of emerging technologies, additional rules and regulations may be added throughout the school year.*
Phones that are used, or are visible in violation of these policies will be confiscated by the classroom teacher/staff member and given to a member of the culture team. Scholars may also lose the privilege of using cell phones and other technologies during designated times. At the Dean of Culture’s discretion, a scholar may “earn back” privileges to technology.

- **1st offense** – 1 automatic detention. Cell phone confiscated, given to a member of the culture team and returned to scholar at the end of the day.

- **2nd offense** – 1 automatic detention. Cell phone confiscated and returned to parent/guardian.

- **3rd offense** – 1 Detention assignment. Cell confiscated and returned to parent/guardian during a parent conference

- **4th offense** – Loss of cell phone privileges during school hours.

**Police Involvement:** To ensure the safety of scholars at CICS ChicagoQuest High School, the school administration continues to have a working relationship with the Chicago Police Department. The school administration may contact the police department when misconduct endangers the safety of scholars and school personnel or when misconduct involves weapons or illegal substances. Chicago Police may request to meet with a scholar during school hours to discuss a school or non-school issue. The school will contact the parents as soon as possible.

**Silent Study Hall:** Scholars who continue to ignore school rules and policies may be placed in Silent Study Hall which limits free-time and times to socialize with other scholars during the school day. The length of a study hall assignment is determined by the Dean of Students and is based on the extent of the undesired behavior.

**Field Trips:** Field trips are extensions of classroom experiences, and consequently, all school regulations are in effect throughout the trip. Scholars must have a signed permission slip and must have paid required costs in order to participate. Scholars must wear full school uniform on field trips. When appropriate, scholars may be permitted to “dress-up” in business or business casual wear. Any teacher, for sufficient reasons, both academic or behavioral, may remove a scholar from participating in a particular field trip. Appropriate alternative assignments will be given to all scholars who miss a field trip.

**Loss of Privileges:** Scholars who are habitually late or scholars who are placed on discipline agreements may be without privileges until the issue is rectified. Lost privileges include early dismissals, extracurricular activities (both as a participant and spectator), dress down days and any school activities not directly related to the school curriculum.

**Model Release:** By signing this handbook form, parents/guardians are granting to CICS ChicagoQuest High School Academy and their legal representatives and assigns, the irrevocable and unrestricted right to use and publish photographs of your scholar, or in which the scholar may be included, for editorial, trade, advertising and other purposes and in any manner and medium including electronic usages (web sites, photo CDs, email, television, online stock, etc.); to alter the same without restriction, and to copyright the same. The parent/guardian signature on this Handbook Review Compliance Form hereby releases CICS ChicagoQuest High School and their legal representatives and assigns from all claims and liability to said photographs. If you wish to opt out of this release, you must indicate your desire to opt out on the acknowledgement page found at the beginning of this handbook.

**Scholar Rights:** The right of scholars to freedom of expression shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights
and responsibilities of scholars, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by scholars during regularly scheduled school hours shall be held only at a time and place approved in advance by the administration.

No expression made by scholars in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for any expression made or published by scholars.

Conflict Resolution

The School Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a scholar may make a request and/or have an issue or grievance (including grievances concerning sex equity and sexual harassment and race, color, nationality, ethnic origin, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived material or parental status—including pregnancy) that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures and/or the law. If this occurs, the parties are encouraged to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified. The Dean of Culture may also be contacted in such instances.

Step One: The scholar presents his/her grievance or issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the scholar a decision within a reasonable amount of time. If the student does not feel comfortable addressing the staff member with whom he/she has the conflict, the student may ask that a trusted staff member be present or the student may skip to Step 2.

Step Two: If there is dissatisfaction with the decision or if it is not within the scope of the person’s responsibilities to respond, or the student/grievant is not comfortable addressing the staff member with whom he/she has the conflict, the scholar should approach the Assistant Principal. Following a review of the concern, the Associate Principal will confer and determine a response to the issue raised. The response is submitted in writing to the scholar with the explained decision.

Step Three: If there is dissatisfaction with the response given by the Assistant Principal seems unreasonable to the student, the student should then submit a written request for a meeting with the School Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting with the School Principal, a decision will be communicated in writing to all involved parties.

Student Services

CICS ChicagoQuest High School is committed to supporting the social, emotional, behavioral, and academic development and success of each scholar. Our Scholar Development Specialist and Learning Strategists work with all staff members to provide a comprehensive approach to supporting the whole child in progressing and achieving at CICS ChicagoQuest High School.
**College Counseling:** Our program design is based on national standards wherein Advisory Teachers and the college counselor identify competencies that help students learn about college and career planning. Students are encouraged to identify their abilities, interests and values and explore career possibilities and opportunities. All junior and senior students are enrolled in college content courses.

**Social Work:** Any student is eligible for social work services. Our services are available to any student who struggles with emotional or social issues that may be interfering with academic success. The social worker works closely with staff to provide structures that address the whole child and enhance their sense of efficacy and self-worth. Social work is also provided as mandated by Individual Education Plans and 504 plans in order to provide students with a free and appropriate public education.

**Health Program:** The school nurse supports a comprehensive school health program available to all students. Parent/Guardians are notified of specific programming throughout the school year. Parent/Guardians have the option to opt out of any health programming that are adverse to philosophical, religious, spiritual, or cultural beliefs and/or practices.

**Students in Temporary Living Situations (STLS)/Financial Hardship:** Every homeless child and youth shall have equal access to the same free, appropriate education and programs as is provided to other children and youth. No homeless child or youth shall be discriminated against, segregated from the mainstream school population, isolated on the basis of his/her homelessness or stigmatized. Students in temporary living situations will have all school fees waived. Please contact the main office to speak with the STLS coordinator.

Other students whose families encounter financial hardship may apply for a payment plan through the CICS ChicagoQuest main office. A payment plan will allow families to extend payment timelines so that students may still participate in mandatory school activities without penalty for inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

**Peer Mediation/Peer Council:** Peer mediation will be used to help resolve minor and moderate conflicts between scholars and groups of scholars. Peer mediators will always have the assistance of an adult to support the process and assist, if needed.

**Exceptional Needs Services:** Learning Specialists and other related service providers strive to help scholars understand themselves as learners and advocate for their unique needs within the classroom, with their peers, and with their teachers as well as provide the scholars appropriate services as designated by the scholar’s Section 504 Plan or IEP. Where possible, learning services are layered within curriculum and integrated within the classroom. A case manager oversees a team of special education staff to provide scholars with the appropriate accommodations, modifications and services.

**Response to Intervention (RtI):** RtI is a data-based process in which assessment information (academic and social-emotional or behavioral) is collected and analyzed by a team during a prerequisite period of time that includes scholar support staff, teachers, and parents, in order to develop targeted interventions designed to increase achievement and success. Students who do not respond to RtI may be referred for an evaluation to determine if the scholar is a student with a disability.

**Confidentiality:** As mandated reporters, school personnel are required by law to report threats to someone’s life and suspected cases of abuse, maltreatment and neglect. Other information shared through counseling or support services is considered confidential.
Additional School Services, Policies and Info

Visitor Policy: CICS ChicagoQuest High School encourages parents/guardians and community members to visit the school and believes that there are many potential benefits, which can result from increased interaction with the public. At the same time, our school has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the scholars and staff, and protecting the school’s facilities and equipment from misuse or vandalism. As a result, visitors are allowed beyond the main office when entry is required to conduct school-related business with the school and/or school staff or when individuals are authorized to attend a scheduled activity or function. The following guidelines are required for visitors.

General Requirements for Visitors:
● A visitor is defined as any person seeking to enter a school building, who is not an employee of the school or a scholar currently enrolled in that building.
● All visitors must enter through either Main Entrance Door which is located on the west side of the main building facing Ogden Avenue and immediately go to the Main Office, sign in, state the purpose of their visit, the floor or room the wish to visit, and obtain a visitor pass from the Main Office. A valid, government-issued photo ID is required. Visitor passes must be displayed in a clearly visible location and worn at all times and need to be returned to the main office upon leaving the building.
● Whenever possible, visitors should schedule an appointment with the person(s) they wish to see in advance. At the discretion of the School Principal, such prior authorization may be waived. Visitors wishing to conference with teachers or school staff members during school hours are encouraged to make arrangements in advance. There is no guarantee that the teacher or staff member will be available if an appointment has not been made in advance.
● Visits may be prohibited at certain times, such as the first and last weeks of school, immediately before or after school breaks or major holidays, and while standardized testing or other scholar assessments are being conducted.
● Videotaping or photography or audio recording are not allowed while on campus unless permission has been secured in advance of the visit.
● Visitors may be subject to a search of their person or items in their possession upon entry of school property.
● Scholars attending CICS ChicagoQuest High School may not bring guests to school.
● CICS ChicagoQuest High School reserves the right to deny any individual the right to visit the school.
● All school visitors must comply with school policies at all times.

Please note that as a school, our first commitment is to serve our scholars at a high level of quality throughout the school day. As a result, please observe the following guidelines while in a classroom:
- Do not interrupt the teacher or attempt to engage them in a conversation if they are teaching a class;
- Position yourself in a location where you are not obstructing the learning of any scholar;
- Do not address scholars unless the teacher or administration has given you permission to work with scholars;
- Refrain from discussion and if it is necessary, keep your volume minimal if you are speaking.

Exceptions to Visitor Requirements
Parents/guardians or City of Chicago community members who have been invited to visit CICS ChicagoQuest High School as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organized and school approved activities during off-school hours, are exempt from the requirements listed above.
Classrooms and other instructional areas are the most vulnerable to disruption. Therefore, access to classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher or as otherwise deemed necessary by the School Principal.

The School Principal has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

Lost and Found: This department is located in the main office. Scholars are to bring found purses, wallets, jewelry, or any found items to the main office. Books with scholar names will be returned to a scholar’s advisor.

CTA passes: Passes are available through the school. CTA will provide passes for the school to sell to scholars at the beginning of the school year. Once the school sells out on passes, the school will provide order forms for scholars to purchase passes directly from CTA.

Scholar Fees

The CICS ChicagoQuest school fee is $200. The school fee covers the costs of technology and basic school supplies that scholars will use throughout the school year. The fee is required. This year, the school fee covers the following:

Technology – scholars will have daily access to iPads, laptops and other technology for educational purposes.

Lockers – scholars will be provided use of a locker and a combination lock to secure belonging.

Science/Lab Supplies – partial funding support for the purchase of materials necessary to conduct lab experiments including lab equipment and consumable lab supplies.

Classroom Supplies – items such as protractors, rulers, calculators, etc. for classroom use. Scholars will need to have access to these materials beyond the classroom for homework so it is recommended that a set is purchased for home.

There is a $20 discount for the 1st sibling, $30 discount for the 2nd sibling, $40 discount for the 3rd sibling, etc.

Athletics – scholars will be assessed a $50 athletics fee for each sports team they join. Once the fee is assessed, there are no refunds.

Student Records

The student’s permanent record shall consist of:
1. Identifying information, including the student's and parents’ names and addresses, and student's gender, and date and place of birth
2. Academic transcript, including grades, class rank, graduation date, grade level achieved, college entrance examination scores, and the unique student identifier assigned and used by the student information system
3. Attendance record
4. Health records (medical and dental documentation necessary for enrollment)
5. Record of release of permanent information
6. Scores received on all state assessment tests administered

The student temporary records shall consist of all information not required to be in the student’s permanent record and may include:

1. Scores received on the state assessment tests administered in grades kindergarten-8.
2. A completed home language survey form
3. A record of release of temporary record information
4. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction
5. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record).
6. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code
7. Health related information (current documentation of a student’s health that is relevant to the school participation, not required for enrollment and not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)
8. Accident reports.

The student temporary record also may include:

1. Family background information
2. Individual and/or group intelligence test scores, aptitude test scores, and elementary and secondary achievement level test results
3. Reports of psychological evaluations
4. Special education records
5. Records associated with Section 504 of the Rehabilitation Act of 1973
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Other disciplinary information
8. Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student
9. Teacher anecdotal records (e.g. description of student behavior or progress or a report of observed behavioral incidents)

Inspection and access of student records:

1. A parent or someone specifically designated by the parent shall have the right to inspect and copy all his/her child’s school student records with limited exception. No parent will be granted access to confidential letters and statements of recommendation which were placed in the student record prior to January 1, 1975, or when the student has waived access to his/her right of access after being advised of his/her right to obtain the names of the persons making such recommendations, provided such recommendations are not used for purposes other than those for which they were intended.

2. The school will not provide records to a parent if the charter has been provided with a certified copy of an order of protection or a legally binding document relating to such matters as divorce, separation, or custody that specifically revokes educational rights or prohibits access.

3. Parents shall have the right to inspect, challenge, and copy student records of that parent’s child until one of the following events occurs:
a) The student attains 21 years of age or
b) The student attains 18 years of age and declares himself or herself financially independent of his or her parents.

4. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
   a) Attain 18 years of age
   b) Graduate or,
   c) Assume financial independence.

5. Whenever a parent or student desires a copy of the information contained in the student’s records, he or she shall submit a written request to the record custodian. Records shall be made available to parents and eligible students within fifteen (15) school days.

Access to Records without Parental Consent: CICS Wrightwood shall grant access to school student records in accordance with the law including, but not limited to, releases to the following persons or in the following situations:

1. In general, student school records will not be released without prior written consent and/or notice, except in very narrow situations such as requests from the Department of Education.

2. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student’s permanent and temporary records.

3. School officials shall release student records without parent permission pursuant to a valid court order presented by local, state or federal officials. A subpoena (unless signed by a judge) is not sufficient. Notice and a right to challenge the records will be provided.

4. Student records may be made available without parent consent to researchers for research purposes, provided that no student or parent shall be personally identified from the information released.

5. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. However, notice shall be provided to parents the next school day after the release.

6. School officials shall release student records without parent consent or notice pursuant to a valid court order in which the parent and/or student is a named party

Challenge procedures:

1. Parents have the right to challenge the accuracy, relevance or propriety of any entry in their child’s school student records, except (1) academic grades, (2) the name and contact information of the Official Records Custodian, and (3) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student’s school records are forwarded to another school to which the student is transferring.

2. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child’s record are being challenged.

3. The principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.
4. If the challenge is not resolved at the informal conference, a hearing shall be convened consistent with the Illinois School Student Records Act.

5. An appeal of the hearing can be made to the regional superintendent.

Statement of dispute: Parents may insert in the school student record a statement of reasonable length setting forth their position on any disputed information in the record.

Maintenance of school records:
1. Permanent records will be retained for 60 years after the student leaves CICS ChicagoQuest.
2. Temporary records will be retained for at least 5 years after the student leaves CICS ChicagoQuest.
3. CICS ChicagoQuest will review a student’s temporary record every 4 years and when a student changes attendance centers.
4. For students with a disability, CICS ChicagoQuest may, after five (5) years, transfer to the parents (or student if he or she has succeeded to the rights of the parent) Special Education Records which may be of continued assistance to the student.

Extra-Curricular Activities

Athletics: CICS ChicagoQuest High School recognizes the importance of athletics in the development of young men and women. CICS ChicagoQuest High School is a member of the Illinois High School Association (IHSA), the sanctioning body for interscholastic high school athletic competition in the state of Illinois and adheres to their respective rules and regulations. Scholars must sign a CICS Athletic Eligibility Contract, have a current athletic physical on file with the school, and meets the eligibility requirements by maintaining acceptable behavior, regular attendance, and good academic standing.

Scholars should provide certification of medical insurance in advance of participating in sports. Those scholars who do not have insurance should see the Athletic Director for options.

Athletic Eligibility: In order to be eligible for participation in inter-scholastic sports, scholars must be passing all classes. Scholar athletes will be informed of their eligibility status following grades checks and discipline record reviews every Friday. A scholar who is failing any class is ineligible for a period of one week (defined as Saturday through the following Friday). A scholar who is not meeting the school’s behavior expectations is ineligible for a period of one week. If a scholar does not improve his/her standing at any point during that period, he/she will remain ineligible for the remainder of the week. Eligibility is reinstated on the Friday afternoon following the weekly report confirming that the scholar is passing all courses and shows a marked improvement in behavior. The Athletic Principal and Dean of Scholars in cooperation with the faculty and administration will make decisions regarding weekly eligibility.

There is a $50 athletic fee per sport for all participants to covers buses, referees, IHSA entry fees, and uniform maintenance.

Clubs: Extra-curricular activities are designed to be an extension of the learning experience. All scholars must be in good academic and social standing in order to participate in any activities (clubs, sports, boards and office).

Club Meetings: Scholars are expected to attend all scheduled meetings of the clubs and organizations to which they belong. Repeated unexcused absences from meetings may result in removal from the club roster.
Club Membership: CICS ChicagoQuest High School offers a variety of clubs, athletic teams, school organizations, and activities. Membership is an integral part of the learning process because it contributes to the scholar’s complete cultural and social development.

Formation/Review/Disbanding of Clubs: In order for a group to organize itself into a club, it must submit a formal application; please see the Assistant Principal for an application. Frequent reviews may be done of clubs/organizations/teams. Clubs must receive approval from the Assistant Principal before officially disbanding. The Assistant Principal may disband a club/organization/team for failure to meet objectives or inappropriate actions.

Club Officers: Officers are elected from among the members of the club. Specific requirements are clarified in club constitutions. Scholars are discouraged from holding office in more than one club.

Extra-Curricular Eligibility: The CICS ChicagoQuest High School maintains high standards for participation in clubs and scholar government. Scholar grades and behavior will be checked on a weekly basis. Scholars who are not meeting their behavioral obligations to the school community or who are failing a class will be excluded from extra-curricular activities for a period of one week (a week runs Monday through Sunday). If a scholar improves his/her standing at any point in the week, he/she will remain ineligible for the remainder of the week. Eligibility is reinstated on the Monday following the weekly report confirming that the scholar is passing all courses.

School Dances: Any scholar attending a dance sponsored by CICS ChicagoQuest High School must adhere to all school policies and behavioral expectations of dance of dance supervisors. The school may require guests to special events to complete an application and provide identification.

Scholars are responsible for the behavior of any visitor accompanying them to the dance. With the exception of recent graduates, former scholars are not allowed to attend dances.

Parent Action Committee (PAC): CICS ChicagoQuest High School has a Parent Action Committee (PAC). The PAC is tasked with supporting the school in accomplishing its mission. This body has representatives from the parent community, the school, and the community and engages in activities including outreach (to the school and community), fund-raising (to support school operations and initiatives), event planning (to bring the school and larger community together), and advocacy (in support of the school and the larger Quest and charter school communities). We invite any and all interested families to bring your energy, enthusiasm, and talents to the PAC.

Custody Issues: CICS ChicagoQuest will assume a student’s parent has unrestricted access to the student and the student’s records regardless of parental relationship status. In cases where a student’s parent(s) has limited for restricted access to the student or the student’s records, it is the parents’ responsibility to inform the school of such and provide the school with appropriate supporting legal documentation and update such documentation with the school accordingly. Mailings and student information are directed to the designated primary caregiver. A request must be made, in person or in writing, for student records and/or school correspondence to be provided to a secondary caregiver.

Asbestos Public Notice: In accordance with the US EPA AHERA regulations, CICS ChicagoQuest High School’s Inspection Report and Management Plan was submitted to the Illinois Department of Public Health on October 12, 1989. A copy of the Management Plan is on file in the Building Manager’s office and is available for inspection by appointment only with the administration. Plans cannot be removed from the school premises. On July 1, 1989, all asbestos containing acoustical plaster was removed from each of the seven stairwells. All work was performed in accordance with EPA and OSHA Guidelines, as well as the Illinois Department of Public Health Asbestos Abatement Regulations.